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BOOK REVIEWS

New Ideals in Rural Schools. By GEORGE HERBERT BETTS. Boston: Houghton Mifflin Co., "Riverside Educational Monograph Series," 1913. Pp. x+128. \$0.60 net.

In this volume, Professor Betts discusses three of the major problems of rural education: the social organization and relationships of the rural school, the curriculum, and the quality of the teaching. Under the first of these topics, after showing the nature, opportunities, and characteristics of the rural population, he discusses the need of a community social center and the possibility of using the rural school for this purpose. The advantages of consolidation on both the social and instructional sides are presented, and the financial problems discussed.

He shows the meager, antiquated character of the rural-school curriculum and the crying need of modernization and adaptation to rural conditions. He presents recommendations as to the content of each of the elementary and secondary subjects, so as to fit them for their purposes in rural education.

In the last chapter, he portrays the inefficient character of the teaching in the rural schools, the inadequacy of the training, the salaries, and the supervision. He presents recommendations as to modes of remedying the deficiencies.

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UNIVERSITY OF CHICAGO

The Education of Tomorrow: The Adaptation of School Curricula to Economic Democracy. By ARLAND D. WEEKS, with an introduction by M. V. O'SHEA. New York: Sturgis & Walton, 1913. Pp. xii+232. \$1.25 net.

It can safely be asserted that in the present transitional stage of education, there is no single body of rational opinion, lay or professional, that is generally convincing and accepted as to what should be the content of the curriculum of public education. Partial interpretations and conflicting opinions make up the literature of the topic. Popular and professional dissatisfaction with the work of the schools is the note now universally heard. These voices of discontent usually spend themselves in pointing out defects; constructive suggestions of fundamental import are rare.

The present volume, while still but a partial and hastily organized interpretation of the needs, is wholly constructive. Taking the social, particularly the economic, point of view, the author discusses the kinds of knowledge that men need for efficient living under the three headings, Productional Knowledge, Distributional Knowledge, and Consumptional Knowledge. The first refers chiefly to vocational education on the productive side; in his suggested curriculum he includes practical mathematics, elements of manufacturing, mechanical drawing, manual training, agriculture, productional phases of the various sciences, conservation of wealth, and the practice of trades.

By distributional knowledge, he refers apparently for the most part to commerce and government, as shown by the series of suggested topics: current political events, economic history, distribution of wealth, war, peace, slavery, feudalism, elective franchise, taxation, political parties, socialism, money, graft, corporations, charity, and as many others of the same nature. Consumptional knowledge is to show men how most profitably to spend their wealth and their time, and to give the necessary tastes and habits for doing so. Consumptional knowledge, following his list, includes literature, history, music, other fine arts, ethics, foreign languages, non-productional aspects of sciences, sports and games, travel, and a dozen others. The book urges a closer relation between education and the life-interests and life-work of a community.

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What Children Study and Why. By CHARLES B. GILBERT. Boston: Silver, Burdett & Co., 1913. Pp. vi+332.

This is a discussion of the curriculum of the elementary school. It deals chiefly with the program of work, not with the methods and processes. After a short introductory chapter discussing the problems involved in drawing up an effective printed course of study as a teacher's manual, the book is given up almost entirely to discussions of the various values of each of the subjects taught in the elementary school. It is clear from the general tone and spirit of the text that the book represents the crystallized results of long practical contact with the subjects as they are taught in our schoolrooms, rather than the theoretical contacts of the pedagogical student in his study, armed with his psychological and pedagogical "authorities." It is the kind of discussion of the curriculum that one would expect from the practical superintendent of long and successful experience.

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Human Behavior: A First Book in Psychology for Teachers. By STEPHEN SHELDON COLVIN and WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1913. Pp. xvi+336. \$1.00 net.

This is, in the main, a brief untechnical book of general psychology, with the special cast indicated by the subtitle. The authors accept the functional point of view, and formulate all psychological principles in terms of human behavior. Greatest attention is given to those general topics that lie nearest to the teacher's practical labors; illustrations are drawn from classroom procedure; and application is made to teaching problems. The book is clearly intended for immature students: materials are organized upon the "spiral" plan; it is written in easy English, employing a simplified terminology; to each chapter is appended a glossary of all psychological terms used, and also a rather full list of "Questions and Exercises." The authors have emphasized more than is usual in textbooks for teachers the matters of instinct, habit, feeling and emotion, memory, and economical methods of learning.

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